

BSP Desk Reference

30 Minute Training Guide

SECTION 5: Environmental Factors Line 7

- I. Section 5 covers Environmental Factors and has 3 basic elements
 - 1. What are the predictors of behavior? (line 5)
 - 2. What support the student using the problem behavior? (line 6)
 - 3. What changes, structure, and support are needed? (line 7)

Refer to pages 2-9 in Section 5

- II. Check out the Rubric, component D (found in Section 5, pg. 9). It has the following key components:
 - 1. Positive behavior support includes changes the environment to reduce student's need to use the identified problem behavior
 - 2. Successful support usually involves a variety of changes in how time is structured, interactions occur, and how curriculum and instruction is delivered
 - 3. Understanding student's learning profile, disability, attentional skills, and related areas are helpful in determining what to change.
 - 4. Changes must be LOGICALLY RELATED to the identified environmental factors. This means something needs to be added, removed, or changed in the student's immediate surroundings
- III. Scoring Problems
 - 1. Changes are not logically related to predictors (line 5)
 - 2. Descriptions contain extraneous information
 - 3. Information is not specific to the identified student
- IV. Good Resources
 - 1. Environment, Teaching, and Reinforcing Resources (Section 12, page 2)
 - 2. Offering Choices (Section 12, page 19)
 - 3. Environmental Factors Survey Offering Choices (Section 12, page 4)
- V. Activity
 - 1. Tool to use with group (see attached)
- VI. Group Concerns/Questions

Examples of Relationship between Lines 5 and 6 to Line 7			
	First Predictors (line 5)	Second What's supporting behavior? (line 6)	Third What changes add/remove? (line 7)
Physical Setting	Class density ● Seating position ● Noise levels	Objects/things in environment Seating/noise levels have not yet been changed such that student is in a less dense, quieter area	Consider portion of instruction/testing in Resource room ● Noise levels ● Change seating position, move away from distracting things in environment
Social Setting	Others seated nearby ● Students talking	Mimics behavior of negative role models Seating arrangement has yet to be changed such that student is seated next to positive role models and/or role models for non-talking during instruction	Move away from negative role models ● Move to seat near positive role models
Scheduling	Being given non-preferred assignments	Becomes upset ● does not plan ahead ● Becomes upset when certain activities go on for too long Student does not yet have a way to communicate that activity/task has gone on too long	Check on progress frequently during assignments ● Give reminders on long-term projects and check on progress ● Consider stopping participation in activities before interfering behavior occurs ● Teach student to signal when activity has gone on for too long
Degree of Independence	Being asked to perform a non-preferred task without assistance	Becomes upset and refuses to comply ● Becomes distracted and interferes with peers' ability to attend and work Student does not yet have a way to request assistance; tasks have yet to be broken down into smaller chunks	Break task down into parts and provide frequent positive reinforcement for staying on track ● Encourage asking for help in a calm manner
Degree of Participation	Group activities ● Being asked to speak in front of others	Withdraws and refuses to participate Student does not yet have the skill nor practice necessary for independent group speaking.	Let student passively participate by watching what others do then describe it later to staff ● When speaking in front of class, rehearse prior with student and initially only require brief participation, consider pairing assignment with another student
Social Interaction	Being asked to wait turn in line	Student pushes to get in front of line, gets upset if this does not occur Class rules for lining-up and opportunities for practicing "wait" have not yet been provided.	Review class rules and get student "buy-in" on reasons for taking turns ● Supervise student just before "line-up;" prompt to let another go first and praise for successfully doing this
Degree of Choice	Being asked to complete a class assignment	Student refuses to complete assignments or tasks in class Student does not yet have an independent way to protest difficult or perceived difficult tasks.	When giving student an assignment, remind that if it is too hard, to raise hand, then wait. Teacher will approach and break down assignment so only part of it needs to be done or will offer a choice of doing it differently (e.g., oral presentation vs written one)